

# The Northwest Missourian

Northwest Missouri State Teachers College

VOLUME XVI

MARYVILLE, MISSOURI, TUESDAY, JULY 22, 1930

NUMBER 34

## Farm Magazine Gives Nodaway County a Boost

Article in Missouri Ruralist for July 15 Gives County High Rate. Maryville Praised as School Town.

The only sleepy thing about Nodaway county is its name, for it ranks first of the 144 counties in our great agricultural state of Missouri in the production of horses, beef cattle, hogs and corn.

Situated in the extreme northwest corner of the state, the county lays claim to being the richest agricultural country in Missouri. In its virgin state the soil was exceptionally fertile and of such texture as to aid the propagation of agricultural crops. This, coupled with good climate conditions, led to a system of agriculture largely based on growing corn to be fed to hogs and beef cattle.

More than a hundred years ago, sturdy pioneers looking for good farming land, settled north of Maryville. The county was formed some years later and became a part of Missouri under the terms of the Platte Purchase. It embraces an area of 870 square miles, or 557,000 acres. The country is rolling with timber-fringed rivers and great areas of bluegrass for livestock, flocks, herds and harvests and neighborly people.

But it is in the breeding of prize-winning cattle, hogs and horses that Nodaway county has received much public notice.

Horses are a large item of wealth, some famous light and heavy horses having been bred there.

Dairying is showing an increase and the opening of the Nodaway Milk Products Company last October affords another market for dairymen.

As far as up-to-date, intensive farming is concerned, from the beginning, the work of the county agents has been demonstrated in the constantly increasing number of farmers who have adopted modern ideas relating to crops and the breeding of livestock.

Home improvement and beautification of surrounding grounds is proceeding at a gratifying rate.

Corn is king in the county the considerable wheat is raised, and the acreage increases yearly, as that of other crops, also.

In rural schools, Nodaway has the distinction of ranking exceedingly high. Seven consolidated schools are bringing better education advantages to the communities they serve. A notable fact relating to the rural school system of the county, and one in which the people of the towns and county take pardonable pride, is that teachers receive better salaries than in many counties. The schools are well equipped, and serve as community centers for all kinds of gatherings, as one of the leading school towns in

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## Students Make Good Teaching in West

Floyd Moore, B. S. 1929, whose home is at Burlington Junction and who has been teaching at Carpenter, Wyoming, during the last year, has been promoted to the superintendency of schools at Egbert, Wyoming. Mr. Moore has been visiting friends at Maryville for a few days. Mrs. Moore, formerly Reba Cliser, B. S. 1927, has also been teaching at Carpenter. She has been teaching the music and art in the Carpenter consolidated school but will teach music and English at Egbert. Mr. Moore has been teaching Commerce in the Carpenter school and will continue to handle some commerce work at Egbert in addition to his duties as superintendent there.

In his professional school work, Mr. Moore has made rapid progress. His first year of teaching was completed in the Augusta, Ill. schools. His second year of teaching was completed during the last year at Carpenter. His position for the coming year represents quite a substantial advance both as to responsibility and as to salary.

Mrs. Moore formerly taught at Barnard, Missouri, Bronaugh, Missouri and at Augusta, Ill.

Miss Lorraine Hathaway, who will die in school for advance work, formerly was Superintendent of schools at Egbert.

Oh! Boy! A Circus is Coming to Our College!

## Instructor Says Its Cooler in Dakota

A member of the faculty of S. T. C. recently received a letter from Mr. O. Myking Mokus, a member of the faculty of the social science department of the College, who is on leave for the summer, studying at the University of North Dakota, at Grand Forks. The letter in part is as follows:

"We have had fine weather here—only a couple of hot days so far. Need a good warm blanket at night. Yesterday I attended a dinner party where it was so cold that they actually had the furnace going. No joke. This is the truth. Last week we had a couple of days that were 100 in the shade—but there was no shade! Sunday I gave a talk at one of the churches."

## Speaker Tells Group of World Education

"Education in relation to the development of World Understanding" was the subject of the address given in a College assembly recently by Dr. Walter R. Siders, Field Representative of the World Federation of Education Associations.

The speaker declared that those people who do know and who are educated must help those people who do not know, to overcome and conquer their environments. "We must satisfy fundamental wants of nations before we can advance their civilization." Some people are too hungry to give attention to higher things," according to Mr. Siders.

That from the 55% of the world's people who are Caucasian by race should come the leadership in the movement for advancing the civilization of the world, and that our immigration and protective tariffs working against us were significant statements made by the speaker, who said that no nation lives unto itself.

"All races are about equally intelligent but intelligent about different things," said Dr. Siders. He pointed out the great advantages that come to individuals and to nations through increased wealth and happiness by the education route, and said that we not only can, but we must help all the people of the world.

## English Instructor Will Go to London

Miss Mattie M. Dykes, now acting head of the English department, in the absence of Miss Anna M. Painter, who is finishing her Ph. D. degree at Yale, will sail August 30, from Hoboken, New Jersey on the S. S. Republic of the U. S. Lines for England.

On September 8, she is scheduled to land at Plymouth, England. She will spend ten days in Cornwall and Devonshire, before going to London for an appointment with the Tutor for women students of King's College, London University, where she will do graduate work, in English, for a year. Miss Dykes will live at Crosby Hall, Chelsea Walk, Chelsea, London, S. W. 3. Crosby Hall is a famous old sixteenth century building mentioned three times in the plays of Shakespeare. The building has been restored by the British Federation of University Women.

Miss Dykes, whose home is at King City, has her B. S. degree from the College, her M. A. degree from the University of Chicago and has studied at the University of London.

## College Student Is Now in Colorado

Miss Gladys Cooper, a niece of Professor Bert Cooper of the College faculty, and who was in school here last year, has been attending the Geneva Conference Camp at Indian Hills, Colorado.

The Conference provides leadership training in religious education work for young people.

Miss Cooper whose home is in Denver, Colorado, plans to return to S. T. C. for school this fall.

Esther Gile

Miss Esther Gile, B. S. 1927 recently has been elected to a faculty position on the teaching staff of the Arkansas Agricultural and Mechanical Arts College at Jonesboro, Arkansas.

## Speaker Here Says Illiteracy Will Disappear

Miss Minnie Neilson of National Illiteracy Committee Tells of Plans. President Lamkin Issues Call.

At the College assembly, July 16, President Lamkin, chairman of the Illiteracy Committee in Missouri asked all those students who could, to pledge forthright hours of their time, next year to the teaching of some illiterate to read and write, should they find opportunity to do so. The Missouri Commission on illiteracy, has met once and is now waiting for the names of illiterates to be turned in by the national survey committee, before taking further action.

Although the national committee has allowed ten years for the completion of the program, Mr. Lamkin hopes that in Missouri it will be possible to eliminate illiteracy in five years.

Miss Minnie Neilson, Secretary of the National Illiteracy Committee, a former State Superintendent of schools of North Dakota and past president of the National Council of Administrative Women in Education, was the chief speaker at the special assembly. Dr. Dildino led the devotions, and the assembly stood for a moment of silence in tribute to the memory of Clifton Kelley of McFall, a member of the student body, who died recently.

Miss Neilson's address was about the plans of the National Illiteracy Committee, which has for its purpose the removal of illiteracy in the United States. It is notable that the movement is nation wide, the leaders recognizing the fact that each state working alone cannot cope with illiteracy.

The address was organized around the word "problem," the letters of which she called "pegs" on which to hang her address.

The letter "P," she said represented present situation. The interest in adult education, out of which the illiteracy movement grew was emphasized. The United States is not alone in making effort to remove illiteracy. Dr. Yen in China has been doing a wonderful work along this line, and Russia has a plan by which she hopes in five years to do away with illiteracy. Iceland has no illiterates.

Miss Neilson defined an illiterate as a person more than ten years of age, who can neither read nor write any language, and said that in 1920 there were 5,000,000 such persons in the United States. She attributed this condition to three things: lack of information lack of ability and lack of opportunity. Under lack of opportunity, it was pointed out that geographical reasons played an important part. In the mountainous regions of some of our states there are a half million people who have no access to a school. However, the speaker said that the building of highways and new schools have improved this condition. The economic phase and lack of inclination also played a part.

"O" was represented as meaning "Our Job" which can be carried on only through organization. The purpose of the campaign must be two-fold, it must prevent, and it must cure. "B" represents better school conditions, the ideal situation being, school work so vitallized that every child will want to come, even if its parents do not wish it to attend school.

"L" means learning through groups or individual training. At this point Miss Neilson gave an interesting account of the co called "lay-by" short term schools for illiterates which are found in some of the states which are established after the crops have been "laid-by." They last for a period of six weeks in some instances, and are utilized by many older people. One man of ninety attended a six weeks session and did not miss a day so interested was he in learning. Age, the speaker said, is only a mental state, and the adult mind really learns rapidly.

"E" stands for "encourage" We should encourage not only those who are trying to learn but we should encourage those who are educated to help as well.

"M" means "my opportunity" which is that of giving both of time and money.

Ruby Parman.

Florine Funsher, whose home is at King City, and who attended school at the College last year will teach in the Savannah schools this fall.

COMING EVENTS  
Circus, Thursday 9:50 and 10:40  
August 6—Close Summer Term  
September 9—Opening Fall Quarter.

## CIRCUS!!

Signs are up and everything is ready for the Big Circus which is coming to the College Thursday. The Big Parade will start promptly at 9:45 a. m. in or near and about the College building.

Miss Millikan of the College faculty who has charge of the circus troop of twenty kindergarden youngsters who are having a week of festivities, and who are climaxing their work for the summer with the Big Show, says that the professionals have made their own Brilliant Costumes, Unusual Cages, Hobby Horses and other valuable and necessary equipment for staging the Show.

The Kindergarden Director also states that one and all should note when seeing the interpretative dances, one of the attractions coming Thursday morning, that the children are giving their own interpretation of the dance steps to the music.

There will be plenty of red lemonade on hand and everyone is welcome to come to the performances.

## Art Structure Class Has Special Exhibit

The Art Structure class, fine arts 12, had an attractive exhibit in one of the cases on the second floor of the Administration building.

There were border designs in light, dark and color harmony. These designs were built up by straight lines, curved lines or combination of straight and curved lines.

Considerable originality is shown in the construction of many of the border designs in the construction and combination of lines and colors. Minnie Evans has arranged an unusual Indian design in light and dark shades.

The exhibit also includes designs for leather bags. In this work has been especially for contours and simple designs in contrasting.

This class is under the direction of Miss Ina C. Getman of the College faculty.

## Senior Recital Will Be Given Wednesday

Miss Helen Dvorak will present Miss Irma Geyer in a senior violin recital Wednesday, July 23, 1930 at 4:30 p. m. in the College Auditorium.

Miss Geyer, who received her A. B. degree last summer and who is a candidate for the B. S. degree at the close of the summer term will be assisted in her recital by Miss Elizabeth Mills, Soprano, who is a member of the College conservatory faculty.

Mrs. Wayne Nicholas, will be her accompanist.

The recital program is as follows:  
Concerto No. 22 Viotti  
Moderato

Miss Geyer.  
Tempo di Menuetto Pugnani-Kreisler  
Ava Maria Hamblen-Ludlow  
Old French Gavotte Friedberg

Miss Geyer.  
Stars Harriet Ware  
In the Dead of the Night Edith Rose  
Tally-ho Leonie

Miss Mills.  
Fantasia Appassionata Vieuxtemps  
Miss Geyer.

You and your friends are cordially invited.

## S.T.C. Graduates Will Study in Illinois

Two former S. T. C. students will be in school at the University of Illinois at Urbana during the coming school year, taking special work in the Library school.

The girls who are going are: Sarah Moore B. S. 1930, and Mary Ellen Dildino A. B. 1930.

The school which is one of the best known library training institutions in the United States, will open September 23.

Oh! Boy! A Circus is Coming to Our College!

## Speech Defects Are Dealt with By Co-authors

Mr. Orville C. Miller, Head of Speech Department and His Mother Have Article in Journal of Expression.

"The Conditioning of Personality by Speech Defects," is the title of an article appearing in the Journal of Expression for June, 1930, which Mr. Orville C. Miller, head of the speech department, and his mother Mrs. Della C. Miller are co-authors. Mrs. Miller was formerly a teacher at Culver-Stockton College and also was a member of the Speech faculty at Washington State College at Pullman, Washington. The magazine is published quarterly in Boston by the Expression Company.

In the article the authors show the seriousness of the problem and the importance of the work which is being done to help and cure those children afflicted with speech defects. The article in dealing with the subject shows the troubles and the cures through several selected actual cases of speech defect which have been handled.

The introduction of the article is as follows:

It is estimated that fully five per cent of our school children have some form of speech defect, i. e., that at least one in every class room in the nation is defective in his speech, or that there are approximately 1,237,073 of our public school children who are speech defective. Do these defective speech "kiddies" enjoy the same rights and privileges as the children with no speech defects? Do they enjoy the same opportunity for free and normal growth of personality which is the privilege of those of normal speech? NO! "One must have normal speech in order that the emotional life may develop properly, and one must have normal speech also if the intellectual life is to develop properly."

What now, is the significance of these statements? A satisfactory answer to this question can not be had until we have gained a common understanding of the meaning of certain terms involved. Let us, then, turn to a consideration of the definition and relationship of speech, personality, and speech defects.

Looked at from a biolinguistic standpoint, speech is a process of emotional, intellectual, and physical social-adjustment. It implies a highly developed and complex overlaid functioning—for purposes of social control—of a vast neuromuscular system (sometimes neuromuscular system, as well), the original and primary function of which is the control—for purely biological or vegetative purposes—of certain of the most vital organs in the human body, i. e., the organs of breathing, swallowing, and chewing. But the function of these vital vegetative organs, particularly the first—breathing, is directly tied up with still other vital functions such as that of blood circulation, et cetera. All are the component agencies which manifest the individual's neurological complexes—"the result of inhibited instinctive action"—known in this primal expressive form as emotion.

As this biolinguistic-expressive process comes to be more and more highly developed through its conscious and intentional modification it takes on the form of a series of phonative and gestural symbols which, when readily interpreted and used with purpose, becomes speech whereby one individual controls the intellectual and physical as well as the emotional reactions of others. The whole process forms the index to that integrated original and learned neuro-muscular activity (again often neuro-muscular, as well) which we term personality.

The authors state that the work of the speech-correction teacher is much more than the primary effort at speech correction. It is rather an effort at the prevention of greater mal-effects, i. e., the conditioning of personality by the introverted actions of such defects. For all physical defects, like the scorpion, turn their sting in and they literally sting some individuals to death by poisoning, dwarfing, and changing their personalities.

First, the individual becomes conscious of his defect, he regards it as a handicap, then he becomes negative and super-sensitive; he pulls away from his associates, he lets his mind dwell upon his defects, often magnifying it far beyond what it really is; then he loses confidence in himself, he feels that he is marked for defeat, that he is but a blot on the escutcheon of life, that everyone laughs at him, that no one wants him around, that he is merely

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## Dramatics Club Is Giving Short Plays

The Dramatics Club of the College presented a one act comedy, "Woman of Character" on Thursday evening of last week. The play was directed by Miss Helen Fouts of Trenton, a member of the Dramatic Council.

The cast:

Mrs. Adams, Margaret Clough.  
The old lady, Helen Fouts.  
Mrs. Perkins, Mildred Finical.  
Mrs. Albright, Louise Gex.  
Mrs. Lee, Golda Moss.  
The bride, Jennie Albright.  
Mrs. Barrington-Cross, Lela Massie.  
Mrs. Cline, Ruth Milligan.  
Mrs. Lang, Lillian Noakes.

The next presentation by the club will be "Pot Boilers," will be given Thursday evening July 24.

## S.T.C. Graduate Has Interesting Trip

Richard "Dick" Runyan, B. S. '24, formerly superintendent of schools at Rosendale, just arrived home from a College Tour through the Southern and Eastern States and Canada. The tour is sponsored by the Southwestern College of Winfield, Kansas.

Dick who acted as Postmaster on the tour thus making some of his expenses says that he enjoyed the trip immensely and heartily recommends the trip to others interested in seeing the States.

There were 360 people on this tour and Dick said that he mailed more than 200 packages out of Washington D. C. for the group in one day. The group moved from time to time to large movable camps which had been set up in advance of the arrival of the tourists.

Next summer Mr. Runyan plans to take the western trip which Southwestern College sponsors, and he has arranged with the "management" for a position which will pay his expenses.

Richard Baker

Richard "Dick" Baker, B. S. 1928, who is with the advertising Department of the St. Joseph Newspress and Gazette has been spending some of his vacation in Maryville, with his mother, Mrs. D. R. Baker of 604 West Third Street. Mr. Baker has also been at the College visiting with friends.

## Recent Speaker Here Wins Scholarship

The Journal of Education for July 14 has the following to say about Miss Kate V. Wofford, who gave a lecture in the College auditorium recently: Kate V. Wofford, Laurens County, South Carolina, unanimously re-elected as member of the board of trustees, has an unprecedented record as county superintendent. Her county, Laurens, has had a hundred per cent. membership in the N. E. A. for six years. She was the first woman county superintendent in the state, is the only woman ever elected president of the State Association, was re-elected county superintendent with the vicious opposition of the anti-woman traditionalists, and has resigned, with a year of her term unfinished, to study at Cornell University on a scholarship granted by the General Education Board in recognition of her superior service to rural counties. She has an address on "Be-ware of the Pig," which is unsurpassed by any lecture on education of which we know.

## S.T.C. Student Will Teach in New York

Natalie Koefe, who will finish her B. S. degree at the College this summer, will teach at Ilope Farm, Verbank, New York, next year. She will have combined first and second grade work.

The location is a Cottage community for children just north of New York City, in the Berkshire Hills about fifteen miles from the Hudson River. On the north of Verbank, are the famous Catskills and on the east are the Berkshire Mountains.

Olelle Leffew

Olelle Leffew B. S. '24, who has finished his M. A. degree at Columbia University, New York, is travelling in Europe this summer. Recently he attended the Passion Play.

## Objective For Organization Is Worthy of Note

Dr. Walter R. Siders Gives Objectives and Beliefs of World Federation of Education Association.

Equality of opportunity for all peoples is one of the big aims of the World Federation of Education Associations, according to Dr. Walter R. Siders, Field Representative of the Association, who recently addressed the College students in an assembly. President Lamkin is one of the directors of the world organization.

After the assembly Dr. Siders gave some other interesting information, concerning the Association, to a reporter for the College paper. This information is given below.

The World Federation of Education Associations is a Federation of 22 National Education Associations having 35 associated Membership organizations. It has an operative plan for world friendship, known as the Herman Jordan plan and plans to serve as an agency for educating all the people of the world.

Special Objectives.

1. To promote friendship, justice and good will among the nations of the world.
2. To bring about a world wide tolerance of the rights and privileges of all nations regardless of race or creed.
3. To develop an appreciation of the value of inherited gifts of nations and races.
4. To secure more satisfying information and more adequate statement of facts for textbooks used in the schools of the different countries.
5. To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations.
6. To develop the consciousness of an international morality in the minds and hearts of the rising generation.
7. Finally, throughout the world, in all schools, to emphasize the essential unity of mankind and the evils of war and to develop a psychology of peace, together with a true patriotism based upon love of country rather than upon hatred of other peoples and countries.

Education will Uplift the World

The wonderful progress of this age is the fruit of a persistent educational policy. The lack of an educational policy makes a nation backward. The Federation believes in the education of all the children of all the people of the whole world.

The Federation believes in extending to the whole world the blessings of liberty which some nations have secured to themselves that all peoples may be free and equal.

The Federation believes that life, liberty and the pursuit of happiness does not exist apart from education. Education teaches that "Obedience to law is the Price of Liberty. Education teaches values that there may be no wrong pursuit of happiness.

The federation believes that the improvement of sociological conditions,

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## New History Books Are Now in Library

A new 1930 five volume edition of Missouri history books are now in the College library. The material for the books, which are attractively bound and illustrated, was selected and arranged by the authors, Dean Walter Williams, now president of the University of Missouri, and Floyd Calvin Shoemaker, A. B., A. M., Secretary and Librarian of the State Historical Society of Missouri.

Volume one contains the index for all five of the large books, and also gives the chapter headings and numbers for the first two volumes, which deal especially with the history of the State.

Volumes three, four and five give pictures and biographies of prominent men of the State. Many of the men selected are from Kansas City and St. Louis. President Lamkin, whose biography is given, is mentioned in two of the volumes. The biographies of William C. (Cal) Pierce, Fred Hull and William F. Phares of Maryville, are among those found in the books.

The Books which are published by the American Historical Society Inc., are dedicated to the wives of the Authors, whose pictures appear in the fronts of volume one and volume two.



The Northwest Missourian  
Which Was The Green and White Courier  
MARYVILLE, MISSOURI

Charter Member  
Missouri College Press Association  
Member  
Northwest Missouri Press Association  
Member  
Columbia Scholastic Press Association  
Published bi-monthly at the State Teachers College, Maryville, Mo. except the last of August and the first of September.  
Entered as second class matter, November 9, 1914 at the Post Office at Maryville, Mo. under the act of March 3, 1879.

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One Quarter .25  
All alumni who pay the Alumni Association dues of one dollar will receive the Northwest Missourian from the date dues are paid until the end of the following summer quarter.

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COLLEGE OATH  
"We will never bring disgrace to this college, by any act of cowardice or dishonesty. We will fight for the ideals and sacred things of the college. We will respect and obey the college laws and do our best to make the college a place of learning and reverence in others. We will transmit this college to those who come after us, greater, better and more beautiful than it was transmitted to us."

SEVEN O'CLOCK CLASSES

It is much more exciting to rush breathlessly into the classroom at 7:03 than it is placidly amble in at 6:50. What is the fun in sitting there, sleepily but conscientiously reviewing the lesson all that time, when we might have had an extra fifteen minutes' nap?

Really now, it is stimulating to dress in record time, eat breakfast on the run (unhealthy, we know, but convenient), and then dash to school through the fresh morning air, accomplishing the latter feat in twelve minutes when the world says it can't be done in less than fifteen. Where is there more thrilling suspense than in that all-important question, "Is he here yet?" "He" in this case refers to the one person in the classroom who receives money instead of credit for being there at seven o'clock or any o'clock. If he has not come yet, what a lucky break! If he has, oh well, it can't be helped.

Our grades may suffer because we are chronically tardy; our stomachs, mistreated at breakfast, may never be the same again; other terrible things may happen—but some of us continue to be late to our seven o'clocks.

Although there is disagreement as to the proper time to arrive at one of these classes, there is absolute harmony on one point. That is—whenever suggested that college students pull unwilling bodies out of bed at six and drag them to school by seven, that person I say, was wise and kind. We all prefer an early morning class to a late afternoon class, despite the fact that "sleep it is a gentle thing, beloved from pole to pole."

—Mildred Sandison,  
Sigma Tau Delta.

HISTORY OF WORDS

Sometimes in our hurry we unconsciously overlook some of the most interesting things in life. Few of us realize that some of the words we use daily had formerly a different meaning and have changed through common usage. In the study of words we find that some of them have the same meaning as the words from which they originated, while others cling loosely to the meaning of the original forms and still others have lost all connection in meaning to their early forms. In the "New Edition of the English Dictionary" one can find many interesting notes pertaining to words that have assumed new meanings.

For instance, one might note how the meaning of the word "depend," which former meaning was "to hang down from" or "to be suspended". In 1670 Barclay wrote, "An old man—with a beard resembling bristles depending from his chin." Later "depend" meant "to be in suspense" or "undetermined" and from that it has changed to the common use of today "to have a leaning."

Another word that has wandered from its original meaning is "dash." Its early meaning was "a violent blow, stroke, impact or collision" and in another sense it was used to mean a present or gift. In 1881, Mem. Geo. Thompson wrote, "We called in the headman and gave him a dash proportioned to the kindness with which he received us." In another place he said, "The headman had dashed him a hog."

"Dash's" former meaning was "to

concent" or "to put out of sight." Thus we have come to use it to mean "filling in a hole or rent with yarn."

"Impediment" comes from the plural of the Latin word "impedimentum" meaning "baggage" and because baggage was in the way when the army wished to move from one place to another, we have come to use it as something which is troublesome or in the way.

Many more words with equally interesting backgrounds can be found in the volumes of the English Dictionary.

—J. R. Cochran.

WHERE BETTER?

There may be some who can find time to find fault with teachers or other things at S. T. C. but after all the same thing may be said about other colleges and certainly all will agree that no college is provided with a higher type of assembly speakers, educators and entertainers than is our own S. T. C.

Credit for this should go to our President Uwl W. Lamkin who on account of his world contact is able to secure such outstanding leaders and educators to come to address and entertain our students.

S. G. L.

Oh! Boy! A Circus is Coming to Our College!

See the Chinese Exhibit Thursday and Friday at the Dildine home.

Aids for Illiteracy  
Work Can Be Secured

When she was state superintendent of schools of North Dakota, Miss Nielson, who recently spoke here, compiled a Bulletin, No. 9, issued December 1924, which gives laws and suggestions in regard to the management of evening schools and adult education.

In the bulletin we find information on the following: Adult education, illiteracy, grading pupils, program, English, arithmetic, writing, spelling, grammar, history and geography. The American's creed, the Flag Code, Star Spangled Banner, Naturalization, The Constitution of the United States of America, Catechism of the Constitution of the United States, suggested list of Text books in Adult Education, Material for Teachers, Posters, Pageants for Teachers. Quotations for Citizenship.

On this bulletin is also a picture of Mrs. Christina Hillius, a woman sixty three years old who was born in Southern Russia and who after attending only twenty four nights of Evening School was able to write a very good letter. The letter is also included in the bulletin in the handwriting of Mrs. Hillius.

Miss Nielson also had with her two other bulletins which will be of interest to those who are taking a part in the illiteracy campaign. One of these bulletins is "Georgia State School Items, Division of Adult Education Report of the Illiteracy Campaign." This bulletin is published by the State Department of Education Volume VII June, 1930 No. 5.

The other bulletin published by the state department of education of Alabama, second edition 1930, is named "Opportunity Schools for White Adults, Course of study and Suggestions to Teachers.

Teachers in the Northwest Missouri district, who help in the illiteracy work may care to write for these bulletins.

Oh! Boy! A Circus is Coming to Our College!

Speech Defects

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borne with and pitied or publicly held up to ridicule. "In school he is often silent, refusing to answer—preferring to be thought ignorant, or to remain ignorant rather than to run the risk of being laughed at in order to ask the necessary questions for the information."

One of the cases mentioned in the article is given here as the authors have recorded it. This case follows:

The history of this case reveals that the boy was a thumb-sucking baby. His mother boasted that, "It makes good babies of 'em!" and when he no longer sucked his thumb she bought rubber

"comforters," all-day-suckers, et cetera, for him until the child's palate was actually drawn to the right side by the constant sucking process. When he began to talk and could not speak as others did, the parents whipped him and then ridiculed him until he was cowed into silence. Some days he would not speak a word. Then he was punished again, and accused of being stubborn and obstinate. The boy felt the injustice of the situation for he knew that he was doing his best to speak as others did. Therefore, when yet but a child, he became introspective, sad, silent, and moody.

A glance into this boy's mouth revealed a unilateral palate. His was, then, an acute case of lateral omission arising from a palate that had been misshapen by a habit acquired in infancy. The cure of this case was not to be entrusted to the psycho-analyst but rather to the phonetician.

During the first three lessons with his group before a correction teacher he would not say a word. She could not persuade him. He stood and stared sadly at her while spasms of pain crossed his face. But when he discovered that the members of his group who had practiced the exercises she had given them were correcting their defects, he ventured on the fourth lesson to say two words with a sort of "spitting" sound: "T-o-m-m-y G-l-i-b-l-s-o-n." (He told her that his name was Tommy Gobson.)

Then she told him that he was "buckling his tongue up" against the roof of his mouth and forcing the sounds out the sides instead of straight over the tongue to the front and center of the mouth. She showed him how he was "grooving his tongue crossways instead of lengthways" as he should do.

Then she curled her tongue up from the sides and whisked through it and requested him to try it. He tried but could not do it. He watched her mouth and then his own in the small mirror that he held, but he could not even point his tongue. The next week, the case history states, he could occasionally get the breath to come out over the end of the tongue with a sort of spitting sound but with no vocalization. Six weeks later, however, he was able to point and arch his tongue and whistle through it. By learning to do this he had learned to send the breath out over the tongue to the front of his mouth instead of forcing it out at the sides. Then he began the correction of his sibilant sounds, and the history continues, "he can sound most of them fairly well. By June Tommy will be a normal speaker."

Tommy's speech defect, while the easiest to mend, was warping his personality so that it was making him lose confidence in his ability to say anything correctly and had finally "set" him in the lock of silence and conditioned him to an abnormal personality. It was not the cure of the speech defect that gave the correction teacher the most difficulty, it was rather the conditioned personality. She said in a letter which accompanied the case history: "You should see his eyes now, they are as joyful as they were sad. His whole personality is changing for the better with the correction of his speech."

Case three is also given as follows: Another case, the history of which came to us from New York, was that of a lingual protrusion defective. This form of lisp is also due to the lack of the proper muscular control of the tongue.

But the trouble in such lisps is not in the center of the tongue but rather at its tip, which is continually thrust between the front teeth, causing all the sibilant sounds such as: s, z, t, et cetera, to be pronounced as: th. She could not distinguish kinesthetically between the sounds of thin and tin because she did not know how to place her tongue in the different positions necessary to sound them. The teacher told her that it was made with the tip of the tongue placed firmly against the upper teeth and then retracted with a sharp explosive sound, while th was made by placing the tongue between the teeth. This was a small defect due to a simple mistaken muscular habit, but one which had caused her to mis-sound all of her sibilants.

The case history states that this was a case of long standing, the girl was sixteen years old. She was very conscious of her defect and had become overly sensitive about it. This fact was stamped on her face.

When she was a child of six she lost her front tooth. She formed the habit of protruding the tip of her tongue through the opening. Her lip was set up and all sibilant sounds were mis-sounded. Her parents noticed it but attributed it to the missing tooth. When, however, she had all of her second teeth and still lisped the family started ridiculing her "baby talk." She tried very hard to speak as her family did, but could not and her personality began to change. Instead of the sunny dispositioned child, she was becoming irritable, fretful, selfish, defiant, quick-to-anger, and indifferent to counsel.

One day the girl declared that she would give her family "something to talk about," and that day she did not appear at school, nor for a week afterwards. The delinquent officer called at her home, since she would explain nothing, and her father declared that he "would send her to a detention home." Few of the teachers at school understood her. They passed the word along that she was "a bad girl" and gossiped about her mis-deeds. The girls in school

pulled away from her. She had no friends other than one boy, who was far beneath her socially, but who wanted to take her to a show. This rather humiliated her than pleased her. Last year she failed in the first term's work and barely passed the second, although she has an I. Q. of 120.

This year she was sent in to be examined by the speech correction teacher. The teacher who sent her also warned the correction teacher that she was "hopeless" and then related several of her escapades. When the correction teacher discovered that her speech defect was slight, she began to study the personality of the girl and made a visit to her home to secure her history. She could do nothing with the girl, however, until she had gained her confidence. How to do this was the problem!

At the end of the second lesson the correction teacher invited the girl to have lunch with her at a little tea-room: "Huh, what'dy ask me for? You know you don't want me. Nobody does!" Finally, after the fourth lesson, the girl went to the tea-room with the correction teacher and had lunch. In the meantime she had begun to discover how slight her speech trouble was and that she could correct it by the end of the year if she would practice the corrective exercises prescribed. Then followed other invitations from the correction teacher to go to shows, to the museum or concerts on Sunday afternoons, all of which were eagerly accepted. In the meantime the girl's personality

sonality was being made over. She had found a friend who not only helped to set her speech right but who seemed to like her in spite of her defect. Seven weeks later the girl could sound perfectly most of the sibilants, and instead of the hard delinquent look in her eyes there was a girlish carefreeness and a happy eagerness.

In conclusion the authors say, "Thus we see that the presence of a speech defect to some sensitive beings is enough to produce introverted tendencies. These set up complexes which after a time condition the personality to a lower plane of living and as a result our schools are filled with problem children, our juvenile courts with delinquents, and if one follows the procession far enough he will see that it leads to our prisons filled with criminals whose criminality in many cases can be traced to a fatal conditioning of personality due to the appearance of a speech defect.

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## A Catechism on the Report of the State Survey Commission

### TAXATION IN MISSOURI

41. Did the Commission Go into the Question of Taxation in Missouri?

Yes. Quite thoroughly, considering the time at its disposal.

42. Did It Have Expert Assistance in This?

Yes. The best experts in the United States were employed.

43. What Did They Find Conspicuously Wrong With Our Tax System?

Conspicuous and outstanding are the injustices in tax-burdens as between tangible and intangible wealth or property.

44. What is Tangible Wealth?

Tangible wealth is wealth or property that the assessor can see, such as lands, (farms, city lots) houses, barns, homes, business buildings, merchandise, livestock, automobiles, capital stock of banks, etc.

45. What is Intangible Wealth or Property?

Intangible wealth or property is such property as is not easily discernable by an assessor, such as money, notes, mortgages, stocks in industrial and commercial organizations.

46. Which Class of Wealth is Bearing the Heavier Burden of Taxation?

Tangible property.

47. How Great is the Difference?

Tangible property represents only about one-fifth of all the wealth of Missouri but it bears more than ninety-six percent of all the tax burden, state and local. Intangible wealth represents eighty percent of all the wealth but bears only three or four percent of the load. Thus two-tenths of the strength is forced to bear more than nine-tenths of the load and twenty twenty-fifths

of the strength carries only one twenty-fifth of the load.

48. What Does the Commission Propose to Do to Eliminate this Unfairness?

Manifestly the only thing that can be done, namely, to take a part of the tax off of property and put it on intangible wealth.

49. Is It Not the Law Now That All Property Shall be Assessed at the Same Rate in Proportion to Its Value?

Yes. But it is one of those laws which human nature does not allow to operate. People will fail, refuse, and forget to tell assessors about their intangible property.

50. How Does the Commission Propose to Make Intangibles Pay Tax?

By increasing income taxes on those who have large incomes. These intangibles produce incomes and though the property itself may be hidden its income is not. This is evidenced by the fact that Missouri citizens pay to the federal government each year in income tax alone about two and one-half times as much as they pay to the support of the state government.

51. How Would the Proposed Law Affect the Income Tax of a Married Man With Two Dependent Children?

Such a person with an annual income of \$3000 now pays a tax of \$6.00; under the proposed law he would pay \$9.

A \$4000 income now pays \$16—it would pay \$40.

A \$5000 income now pays \$26—it would pay \$65.

A \$10,000 income now pays \$76—it would pay \$226.

A \$20,000 income now pays \$176—it would pay \$780.

A \$100,000 income now pays \$976—it would pay \$5,248.

52. How Do These Taxes Compare With Taxes Now Paid by Farmers on Their Property?

Who the property tax on farms is reduced to an income basis, we find that farmers do, on the average, pay 20 percent of their net income in taxes.

53. Would the Proposed Plan Reduce the Taxes on Farms?

Yes. It would reduce materially the school tax and would also reduce the county tax.

54. Why Would It Reduce These Taxes?

The State would pay from its increased revenue a larger part of the school costs, permitting in many cases radical reduction of school tax. The State would pay the entire bill of county wards in state institutions, thus relieving the county of a heavy burden.

55. Would It Not Have Been Better to Require a District to Vote the Constitutional Limit of Taxation Before the State Assisted It in Attaining the Minimum Level?

No, for in that case the district could not go above the State's minimum; the State's minimum program would become for the district the maximum program. By requiring only a twenty cent levy, some reserve strength is left to the local district.

56. What is the \$900 Per Teaching Unit to be Used For?

For paying all the running expenses of the school. That is, a one teacher school would be guaranteed \$900 with which to buy fuel, pay the janitor, buy books and supplies and pay the teacher.

57. How Was This Level Arrived At?

The present average for the State was found to be this amount.

58. Will This Tax Arrangement Help the People of the Cities?

Yes. Especially the home owner who is now paying a heavy property tax.

59. Is This a Movement Against the City and in Favor of Rural Communities?

No, except as it may happen that people with large income live in cities.

60. What Effect Do High Taxes on Property Have on the Sale Value of That Property?

When taxes on property are equal to the net income from that property it is evident that it has no investment value. Investment and loan values on property

decrease as taxes increase in comparison with net income.

### PROPOSED CHANGES IN PUBLIC SCHOOL ORGANIZATION

61. What is the Proposed Plan of Organization of the State Department of Education?

1. Governor appoints State Board of Education of seven members.

2. State Board selects Commissioner of Education.

62. What is the Plan of County Organization?

1. County Board of Education to be elected at large, no more than three members of which shall come from any urban area in the county.

2. Local board elected by people, as now.

3. County Board of Education shall select county superintendent of schools.

63. What Shall be the Powers of the County Board?

1. County Board shall have power under the rules of the State Board of Education to redistrict the county for school purposes, having in mind the enlargement of school districts.

64. Will the Formation of Larger Districts be Compulsory?

1. No, each proposed district shall have the right to vote upon the question of formation of such district and all formations shall require an affirmative vote of the majority.

65. Will the District Receive State Support Under New Plan If They Do Not Become a Larger District as Proposed by County Board?

1. Yes, up to \$900 per elementary teaching unit, and \$1200 for high school teaching unit, but to receive support above these levels, a district must have accepted the redistricting proposed by the county board of education.

### MISSOURI'S ABILITY TO SUPPORT SCHOOLS.

66. What is Missouri's Wealth?

1. Missouri's wealth per child ages 6-12 is 4 percent greater than that of the average state of the United States with \$18,480.80 as against \$17,618.50 for the average state.

67. How Does Missouri Rank in Ability as Measured by Income?

1. It is certainly an average state, with a strong probability that it is higher.

68. Has Missouri a Heavy State and Local Tax Burden?

1. In 1926 Missouri's tax burden was 21 percent lighter than for the United States; \$36.15 as against \$45.96.

69. What is Missouri's Effort as Compared to Other States in the Support of Its Schools?

1. In 1925-26 Missouri spent \$66.66 per pupil attending public schools.

2. In 1925-26 the United States average was \$80.49 per pupil attending the public schools.

3. In 1925-26 eleven neighbor states of Missouri spent an average of \$86.03 per pupil attending the public schools.

70. What Portion of the Financial Burden Does the State Bear?

1. In 1922 there was spent for teachers salaries and incidental expenses by the people of Missouri \$39,950,000. The State contributed \$4,357,000.

2. In 1928 there was spent for teachers salaries and incidental expenses by the people of Missouri approximately \$42,000,000 and the State's contribution was \$4,067,188.65.

71. Has the State's Amount of School Support Decreased or Increased?

1. The Commission found that while the local school districts of Missouri increased their full expenditures for the years 1922 to 1928, the state support decreased.

2. The Commission also found that the amount disbursed in state aid based on regular apportionment under Section 11170, R. S. Missouri, 1919, in 1922 aggregated \$4,857,000 while in 1928 such state aid disbursed was approximately \$1,916,000.

72. How Does Missouri Compare With Her Neighbor States as to Expenditure for Elementary and High School on Percentage of Income Expended?

1. Average for United States 2.41%.

2. Average for eleven comparable states 2.6%.

3. Missouri's average 2.22%.

73. What is Missouri's Deficiency in Expenditures for Elementary and High Schools in Years 1926, 1927, 1928, 1929, as Compared With the Average of the United States and the Eleven Comparable States?

1. In 1926 Missouri was below the average of the United States \$4,370,000.

In 1927 below the United States average \$4,472,000.

In 1928 below United States average \$4,634,000.

In 1929 below United States average \$4,731,000.

2. Below average of eleven comparable states.

In 1926 below average \$10,592,000.

In 1927 below average \$10,818,000.

In 1928 below average \$11,208,000.

In 1929 below average \$11,447,000.

74. What Are the Inequalities in the Length of School Term?

1. 53 districts have less than four months.

2. 222 districts have less than six months.

3. 873 districts have less than eight months.

4. 6,430 districts have exactly eight months.

5. 263 districts have more than eight months.

75. Is There Equality in Average Daily Attendance in These Schools?

1. For 4655 districts fewer than twenty pupils.

2. For 2044 districts from twenty to thirty pupils.

3. For 876 districts from thirty to fifty pupils.

5. For 70 districts from eighty pupils.

76. Is Adequate Educational Opportunity Present in the Typical One-Room Rural School?

1. According to the report adequate educational opportunities in the typical one-room rural school is almost non-existing. As a rule the teacher is poorly trained, material of instructions and educational supplies are lacking, the program of studies is narrow, buildings,

grounds, and equipment are dilapidated, unhygienic and often dangerous.

77. Is There Equality of Taxable Property in Rural Districts?

1. Under present practices in Missouri the rural districts pay for their schools largely by a tax on property within the district. If one district has twice the valuation of another, that district has to vote one-half the levy required in the other.

2. 14 districts have valuations of less than \$10,000. (A taxing ability of less than \$65.00 a year).

69 districts with from \$10,000 to \$20,000. (A taxing ability of less than \$130 a year).

17 districts with from \$20,000 to \$30,000. (A taxing ability of less than \$195 a year).

382 districts with from \$30,000 to \$40,000. (A taxing ability of less than \$260 a year).

470 districts with from \$40,000 to \$50,000. (A taxing ability of less than \$350 a year).

The remaining districts have valuations in excess of \$50,000.

78. What is the Highest and Lowest Rural School Levy in Typical Counties?

County Highest Lowest

Holt .65 .10

Newton 1.55 .30

St. Francois 1.30 .30

Atchison .55 .05

Johnson .65 .05

Callaway .90 .02

Caldwell .65 .10

Cass .70 .10

St. Louis 1.55 .10

Shelby .75 .10

Douglas 1.50 .20

Pettis .80 .10

Vernon 1.00 .05

Lincoln .80 .05

Adair 1.00 .05

Macon 1.15 .10

St. Clair 1.00 .15

Jackson 1.25 .04

Knox .65 .05

Pike .65 .05

Saline .80 .10

79. What is the General Situation of the Rural Districts of Missouri? Summarized.

1. Too many districts.

2. Length of term uncertain.

3. Too great a variation in taxing ability among districts.

4. A low average daily attendance.

80. What Does the Commission Recommend for the Rural Schools?

1. Gradual abandonment of the small district and its school.

81. What Should Follow Abandonment

of a Small District?

1. Re-districting.

2. Transportation.

3. Both to have legislative sanction to become operative.

### NEW PLAN OF STATE SUPPORT TO ELEMENTARY AND HIGH SCHOOL DISTRICTS

82. What Is the Proposed Plan of Financial Support to Elementary and High School Districts?

1. Begin to equalize by guaranteeing to every school district of the state sufficient money to provide \$900 for each elementary teacher unit and \$1200 for each high school teacher unit.

2. This support comes after each district has voted an annual tax of twenty cents on \$100 valuation for school purposes.

83. What Constitutes an Elementary Teacher Unit?

1. For beginning program each one-teacher school district, regardless of daily attendance shall be considered an elementary teacher unit.

84. What Constitutes a High School Teacher Unit?

1. High schools having an average daily attendance of less than 142 pupils in grades nine to twelve shall count one high school teacher unit for the first fifteen students with an average attendance of twelve and one high school unit for each twenty-three pupils in excess thereof.

85. What Are the Requirements Beyond the \$900 and \$1200 Teacher Units Guarantees?

1. The plan provides for the eventual requirements in all sections of the state of a program of education costing \$1500 per elementary teacher unit and \$2000

per high school teacher unit, for all current expenses with allowances for transportation, etc.

86. Does the Plan Provide for Equitable Distribution of Taxes?

1. Yes it provides for the equitable distribution of the burden of this program on the people in all localities according to their tax paying ability and the supplementing of the local tax with whatever amount is necessary in addition to present state and county aids, to make a minimum program available.

87. How Long Will It Take to Reach the \$1500 and \$2000 Level?

1. Ten years. It is stepped up at the rate of \$150 every two years for elementary teacher unit and \$200 for high school teacher unit.

88. What Compensation is Made for the Abandonment of Rural Buildings?

1. The plan provides \$1000 toward the construction of new rural school building for each one-teacher school abandoned.

89. How Is the State to Get the Money for the \$900 Elementary Teacher Unit Guarantee and the High School \$1200 Guarantee?

1. By graduated income tax and increase in corporation franchise tax. It is not to be inferred that no good things were found in the administration of our state institutions or that the bad conditions are chargeable to any particular administration or party. Many things commendable were found by the Commission and the bad conditions are not attributable to any political party or any particular administration. They are problems for all officers and citizens.

## Farm Magazine

(Continued from Page 1)

the state, it has an excellent public school system. More than 6,000 children are going to school in the county and towns. One of Missouri's five state teachers' colleges, the Northwest Missouri State Teachers' College is located there.

Transportation facilities are excellent and three markets close by, St. Joseph, Kansas City and Omaha, help to make farming a profitable business.

To tell the story of the towns of Nodaway county is largely a repetition of a story of progress, enterprise and development. And the people are the kind you like to know. They always have the latchstring on the outside for visitors and strangers.

One or two generations ago the county was a part of the great undeveloped West. Now, every morning during plowing season the farmers go into a corn field which, were it one, would be over half the size of the state of Rhode Island; every noon during harvest the harvesters come to dinner from grain fields one-third as large as the state of Delaware, and every night Mary calls the cows home from pastures embracing over 67,000 acres of bluegrass.

On the front cover of the Missouri Ruralist for July 15, are pictured some of the resources of this remarkable county. Bellows Brothers recently celebrated the fiftieth anniversary of the founding of their herd of Shorthorn cattle and lovers of tender beef steak will look twice at that grazing scene. Hampshire hogs, representing the important pork industry in this corn growing section, are the property of Ernest Willhoyt, and the Shropshire sheep were photographed on the farm of Guy Ally. As is the case with all successful agricultural communities, soil fertility is maintained thru regular growth of those nitrogen-gathering crops we call legumes. Frank Frazie had 300 acres of alfalfa to cut when the accompanying picture was made.

Besides being a county of vast agricultural resources, Nodaway is noted for its comfortable farm homes and quite naturally you would expect to find Master Farm Homemakers there. Mrs. Alfred Jones merits that distinction, conferred a few years ago, and here is a home in the fullest sense of the word.—Lillian Wright. (Missouri Ruralist)

## Former Student Is Married in Nebraska

Anna Catherine Steph of Skidmore and Arthur Cain of Scotts Bluff, Nebraska were married July 1 in 'The Little Brown Church' at Nashua, Iowa. The bride was a student at the college in 1924 and '25 and 1925 and '26. During the last three years she has taught in the primary department at Clearmont, Missouri.

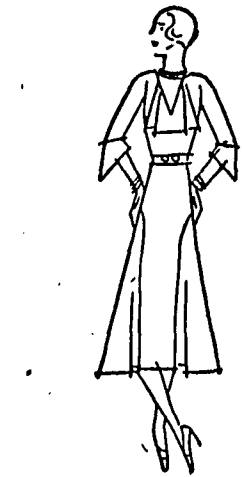
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## The Stroller

By 1111

The Stroller is puzzled to know just how far "modernism" is to be carried. He did not become distressed about the modern diet, the flapper's modern dress or modernisms. In fact she has been able to endure all forms of modernism, so long as it applied to the human race. The thing that has been particularly disturbing to the Stroller is a bunch of pigs that a college girl recently mentioned. It seems that they are altogether too modern both in dress and diet. This girl stated that a farmer came to town Saturday and bought "groceries, chicken feed, and shorts for his pigs." The Stroller is curious to know the brand of groceries and the pattern of shorts that the pigs prefer.

The Stroller took refuge from the storm, on a recent Tuesday night, on the sleeping porch at Residence Hall. She was mistaken in thinking this a place of refuge for it proved to be the location of the storm center. After the electrical current had been "cut off" from the power plant, an emotional storm arose. While the storm was at its greatest fury there was a sudden interruption when the figure of Miss Winfrey, the static controller, loomed in the doorway and a voice demanded silence. Her way among the beds was guided by a sputtering light gleaming from a red lantern that she carried. Those who reposed on the "double deckers" were not neglected on the tour of inspection. Although the ascension was difficult, the antique illuminator was unsteadily held in the blinking eyes of the pseudo-sleeping visages. Finally quite reigned after the storm.

Mr. Salvason maintains that women, since coming into their own, should train themselves to meet conditions of life the same as men have done. He argues that men have spent several ages learning how to balance a chair on two legs without falling over, and that if women are to be allowed entrance into a commerce class, they should practice the art before taking the long chances on possible accidents that have been known to happen.

The complexity of modern civilization is unusual, and at times perplexing. At least that is what Keith Seville asserts as a result of an experience he had the other night when the "Y" gospel team stopped for a mid-night lunch at "Dutches' Place" near St. Joe. Keith ordered a cheese sandwich and was perfectly satisfied, but the waiter named nine kinds of cheese. Mr. Seville was confronted with a real "problem situation" which called for reflective thinking, but he was too sleepy for that procedure. Trial and error seemed risky so that he resorted to elimination and took cream cheese which was just after limburger on the list. (P. S. The Stroller heard that Keith made his 7 o'clock class the following Monday.)

Mr. Phillips has admitted that when it is so hot and students can not sleep much at night, that it may be necessary to sleep a bit in class. So the Stroller says instructors at S. T. C. may be human after all.

One student in psychology class has said that women live on love but Miss Franken says "Don't fool yourself, boys!"

The Stroller overheard Vivian '44 Dice, who was practicing a tired swimmer's carry in the pool the other day say "I'll let go of you if I drown you." The victim of the carry after swallowing a quart or two of water managed to say, "I'll appreciate it if you will let go of me just before you drown me."

The Stroller is mighty glad cooler days have come at last. Some of these cases of sunburn were becoming a wee bit serious, to say the least. One of them especially reminds the Stroller of his days in the army—you know, peeling spuds, and that sort of thing—Yes, we're glad the hot days have disappeared (and the Stroller is knocking on wood while he is writing this) for Mr. Foster has been getting positively slangy. He says, "It is hard to keep the old noodle working while it is so hot." Now who would suspect that Maryville State Teachers' College would have a genius like that hid away in a citizenship class?—Speaking of what Maryville has, the Stroller happened to be listening in on an American history class recently, and heard some expert advice on gate crashing. It had never occurred to the Stroller that a lot of the cheers he heard over the radio at the last political Convention at Kansas City, had been contributed to the other by one of our popular history teachers. But, now that he thinks of it, a voice up on third does sound rather familiar. Anyway, the Stroller was deeply gratified to learn that all one needs, to get into a convention is a baseball ticket and an innocent look—especially the innocent look. He'll remember that when St. Peter asks for a ticket at the Pearly gates. His only hope is that a certain faculty member who taught last year at Burlington Junction will

be along to assist with the innocent, soulful appeal.

The Stroller imagines the merchants uptown are also glad it is cooler. Their business must have fallen off considerably in the late "hoseless" fall. Well, Miss Franken did her best to help them along. Some of the girls have been worrying, and the Stroller didn't blame them when he heard that Miss Franken was going to flunk everyone who kept up the Styles. But surely she wouldn't do a thing like that. The Stroller's ears must be getting dulled. He has been using them a lot recently.

Everybody knows that all these different Smiths in College are confusing at times. When the roll was called in a music class a few days after the Fourth, the teacher received a regular chorus when she called while in normal times there is only one to answer "Here." It is still a deep, dark mystery—why under the sun anyone with a perfectly good name like Cooper should want to change it to "Smith?" But things like that are rarely explained—the Stroller has decided.

Poor Mr. Garrett got caught in a mouse trap which had been set near his desk. The Stroller is sure that Mr. Garrett has the sincere sympathy of the those at the College.

Well, life is just a game of checkers. We have our places to go and our moves to make. Miss Dykes takes a year off to go to school in London, but what has that to do with checkers? "Seems to the Stroller that that is a move in the direction of the king row."

See the Chinese Exhibit Thursday and Friday at the Dildine home.

## The Aita Trio Is Liked by Students

The Maryville Forum was mild in its praise of the artists who appeared recently at the College in a musical program under the name of the "Aita Trio" so called on account of the famous Enzo Aita tenor, who is one of the Trio. The account in part is as follows:

The recent concert in the State Teachers College auditorium by Fernanda Dorin, mezzo-soprano, Enzo Aita, tenor, and Sanford Schlussel, pianist, who are touring the country under the name of the Aita Trio, received an ovation worthy of concert artists of their ability.

The Aita Trio was a crowd-drawing event. There were approximately 300 persons seated in the college auditorium for the major musical event of the summer quarter.

The personalities of the artists made them favorites with the Maryville audience, which was made up largely of students, and they responded with a number of encores in response to the applause of the hearers.

Mr. Aita, who is going to be a soloist next season with a well known symphony orchestra, gave the first part of the program. He demonstrated every quality of his lyric voice, with its flexibility and poise.

Miss Dorin, who has a voice vibrant with rich upper tones, scored with the number, "Aria, Mon coeur s'ouvre a ta voix," for Saint-Saens' "Sampson et Dalila."

The group of piano numbers by Mr. Schlussel were beautiful in their sympathy, and the artist was called back to the platform to play again.

Probably the most popular of the entire program was the duet by Miss Dorin, and Mr. Aita, in the arrangement "Cherry Picking Scene," from Mascagni's "L'amico Fritz."

The artists are with the Herner-Witte Concert Inc., of Kansas City, this summer.

**Betty Sealeman**  
Miss Betty Sealeman, a student at the College, has been elected to teach English in the high school at Rockport. Miss Sealeman who has been active in many of the College activities and who was chosen by the students of the College as Queen of the May Peto for 1930, will have charge of the dramatics in the Rockport high school.

**SIGMA TAU DELTA**

The Epsilon Gamma Chapter of Sigma Tau Delta met Monday evening, July 21, at the apartment of Miss Mattie M. Dykes. Each member and pledge read original material. Much amusement was created by the manuscripts of the pledges which onlogized the charter members.

**Berniece Williams**  
Miss Berniece Williams whose home is in Chicago and who is attending Northwestern University at Evanston, Illinois, is visiting with Ruth Florence, a student at the college, who will finish her degree this summer.  
Miss Williams at one time lived in Hopkins and attended the College in 1923.

## College Y. M. Team Goes to King City

The College Y. M. C. A. gave a union service Sunday night at the Christian Church at King City. "Jesus, the Hero" was the theme. Twelve persons had a part on the program. A picnic supper was served for the "Y" boys at 6 o'clock.

Sunday night July 27, the gospel team will give a service at the M. E. church at Rockport, as the last service of the season. "What Does It Involve to Be a Christian?" is the theme. Lawrence Wray, Wilbur Pettigrew and Owen Thompson will be the speakers.

## Student Dies After Brief Illness, July 11

Ora Clifton Kelly, a student at the College, died July 11, 1930 at the age of 26, in the Missouri Methodist Hospital, of St. Joseph, after a brief illness followed by an operation in effort to save his life. Mr. Kelly who was in College here all last year, has attended the College at various times, since 1922, when he was graduated from the Pattonsburg high school. He was employed as principal of the Pontanville, Nebraska, high school for the coming year.

The deceased, who was a member of the Christian Church was born in Harrison County and grew to manhood in the Matkins Community. His widow before her marriage was Miss Ruby Jameson, of McFall. Mr. Kelly had taught seven years in his home community.

**Advice**

Be cheery, but guard your tongue.  
Snap into action and adopt for your slogan "Service"—personified.  
Don't argue—act.  
Be diplomatic.  
Serve—Service spells success.  
Let's plan ahead.  
Know where you are going.  
Have a personality "plus."  
Decide—don't linger.  
Be interested and interesting.

Reliability is the keystone in the arch of success.

See the Chinese Exhibit Thursday and Friday at the Dildine home.

The Charter members of the local chapter of Sigma Tau Delta were entertained at one o'clock dinner at Lone Oak Farm, the home of Mr. and Mrs. J. Newton Otis, Sunday July 13. Ruth Florence was hostess. Two members Martha Herridge of Tarkio and Clarence Worley of Grant City were unable to be present.

Misses Mattie M. Dykes, Ulista Hawkins and Margaret Osborn; Mildred Sandison, Rebekah Botkin and Nettie Price all of Maryville and Violet Hunter of Grant City were present.

Miss Anne Marie Doering, a student at the College, was the speaker at the Epworth League meeting at the Methodist Church South, Sunday evening, June the 21. Miss Doering's home is in French Lido China.

The subject of her talk was "The New Testament Conception of the Church." Her talk centered around the following points: (1) The Church, a permanent institution. (2) The two institutions separate. (3) The church founded on the Social Gospel. (4) The Church as a world wide institution. (5) The Church the spiritual guide of the people.

Miss Elizabeth Mills of the College faculty sang a solo. Betty Sealeman was the leader at the meeting.

**Will See "Round-Up"**

Harvey "Whoop" Holler whose home is at Hardin, and Walter Little, whose home is at Fairfax, juniors at the College, recently sent Lewis "Scumbout" Wallace, who is now here in school, a card from Wyoming.

Steamboat says that from the pictures and writing on the card he gets the idea that the boys are now in Cheyenne just a bit better in their teeth and holding on tight, ready to crash the gate at the big "Round Up" which is to begin soon.

See the Chinese Exhibit Thursday and Friday at the Dildine home.

**Lucille Holmes**  
Miss Lucille Holmes, B. S. 1922, who is a teacher of public school music, at the Benton high school in Kansas City, was at the College recently. Miss Holmes, who was at one time president of the Alumni Association of the College is spending a few days in Maryville.

**Lillie Nelson**  
Lillie Nelson, B. S. '21. A. B. '22 is taking the Vergillian Tour, conducted by the Bureau of University travel. On this tour Miss Nelson will visit Athens, Constantinople, Rome, Naples and various other places.  
Miss Nelson is a teacher in the Chicago schools.

## AMERICA

America is the land of freedom, freedom to obey the law but not to defy it. America is the land of free speech, free to seek to convince others but not to coerce them.

America is the land of equal opportunity, opportunity to work when and how you will, but not to prevent others from doing so.

America is the land of the square deal, which means the other fellow as well as yourself.

America is a republic, where representatives are chosen by the people.

This government can only be changed by amending the constitution or by revolution.

It is lawful to amend the constitution and you are free to do so. It is unlawful to start a revolution. You are not only NOT free to do so, but you will be punished if you do.

America has the freest and best government in the world. The government is not your enemy, but your friend. It protects you. It is not your master, but your servant, controlled by your votes.

America stands for the Golden Rule in government.

America stands for law and order and liberty under the constitution. Do you?—Henrietta Livermore.

(This has been printed in seven different languages and is being used as a text in high schools.)

## OLD GLORY

By Edgar A. Guest

We who see you every day  
Seldom turn from work or play  
To admire or think of you,  
Glorious old red, white and blue!  
On about our tasks we go  
Passing you as one we know,  
One who keeps the common grace  
Of a long familiar face.

But the friends who travel far  
Know how beautiful you are.  
We who find you in the skies  
Everywhere we turn our eyes  
Hold you an accepted fact;  
Brief the glance which you attract.  
Glorious banner of the free,  
We who stay at home with thee  
Feel no swelling at the throat  
As upon the breeze you float,  
But the ones who travel far  
Know how beautiful you are.

Those who venture out to roam  
Wandering away from home,  
Grow to search the skies of blue  
Hoping for a glimpse of you.  
Alien scenes may lovely be,  
But it's you they long to see;  
And with tears they greet you when  
They behold you once again.

Homelick travelers from afar  
Know how glorious you are.

## THE BADGE OF WHITE RIBBON

There are splendid decorations  
Worn in many foreign lands,  
Won by feats of martial valor  
And bestowed by royal hands,  
There are many mystic orders  
With regalia, silk and gold,

The Federation has Five Committees

## Tracing back their hoary legends

To the distant days of old.  
Not one emblem near so fair,  
As the bow of snowy-ribbon  
That my mother used to wear.

'Twas a badge of moral courage,  
Of idols, high and grand,  
And the heaven pledged to serving  
"God and Home and Native Land."

Ah, the battles fierce and many,  
And the martyrs, not a few,  
Fell upon that field of glory  
Ere the prophet's dream came true.

'Twas indeed a soldier's chevron,  
'Twas indeed a Croix de Guerre,  
Was that bow of snowy-white ribbon,  
That my mother used to wear.

Far across the widening chasm  
Of the intervening years,  
Comes the memory of that ribbon  
Jeweled with a mother's tears.

Like some beacon bright, unflinching,  
It has lighted up the road;  
It restrained my feet from wand'ring,  
It has kept me close to God.

Now—a silver chain—it binds me,  
And each link a mother's prayer.  
Is the memory of that ribbon  
That my mother used to wear.

—John M. Doan.  
(The Missouri Counselor)

## Worth of Note

(Continued from page 1)

that the teaching of each nation to make the most of itself, that the exchange of products, of learning and of ideals rests upon sound and progressive educational policies for the entire world.

The Federation believes that international and international suspicion and distrust will be removed by education and that World Friendship will be one of the first fruits of universal education.

The Federation believes in equality of opportunity for every individual in the world.

The Federation believes that the things above enumerated are not inconsistent with national loyalty. The Federation believes that there can be World-Wide Friendship, without local disloyalty, even as the different racial families of a city are loyal to their families and racial groups without disloyalty to the city. These people bring the cultures of various races to the common welfare.

The Federation believes in the education of the young in those principles of religion and morality which makes a safe, sure and sound foundation for character.

The Federation is committed to education for the peaceful dealings of the peoples of the world with each other. It has adopted as part of its working program the Herman-Jordan Plan. This is "A plan of education for Peace for the Promotion of World Amity including stress on possible official co-operation by World Governments."

The Federation has Five Committees

1. Education for Peace. The aim is to promote international amity and accord. It functions in connection with the several educational groups in the different nations. It cooperates with many already established organizations for peace in all parts of the world together in a mutual effort to promote international understanding.

2. The Teaching of History. This committee is investigating the present teaching of history the world over, reporting on the textbooks used, their virtues and their delinquencies from the standpoint of international amity, and stressing the need that history should be just and true. It is working on the teaching of intelligent patriotism with an attempt to define its true nature, expressing its values, its limitations and its perversions.

3. International Relations of Youth, or the Training of youth in World Amity. The promotion of mutual understanding on the part of students of various ages including the possibility of better understanding through the international athletic sports.

(b) International scholarships, exchange professorships, university departments of international relations will promote understanding.

(c) The study of World Heroes to reveal international conception on which there may be an agreement, and a working toward international ideals.

4. Military Preparedness. A committee to consider without prejudice:

(a) The arguments for and against war as a national necessity.

(b) The advantages and disadvantages of military training in schools and colleges.

(c) The standing incentives to war, and the possibilities of their abatement through the proper influencing of public opinion.

5. Methods of Instruments to settle International Disputes without war.

Mr. Raphael Herman, a public-spirited and patriotic citizen of Washington, D. C. offered \$25,000 for the best educational plan calculated to produce World Peace. The plan of Dr. David Starr Jordan, Chancellor-Emer-

itus of Leland Stanford University, was selected by the jury of award.

This plan is already functioning in and through Educational Institutions. The Federation is working for its Educational Institutions. The Federation is working for its universal adoption.

## Association Activities

Investigations, reports and publication of findings in every field of education: Health; Character, moral and Religious Education, Removal of Illiteracy; Social Adjustment; Curricular and Promotional Projects in all kinds of schools and for every type of Child; Exchange of Teachers and Pupils; Teachers Associations Etc.,

**Conferences:**

World-wide ecumenism:  
San Francisco, 1923; Edinburgh, 1925; Toronto, 1927; Geneva Switzerland, July 25-August 4, 1929.

Regional Conferences each alternate year in the Orient, Europe or the Americas. Object: To improve Educational Methods and Sociological Conditions.

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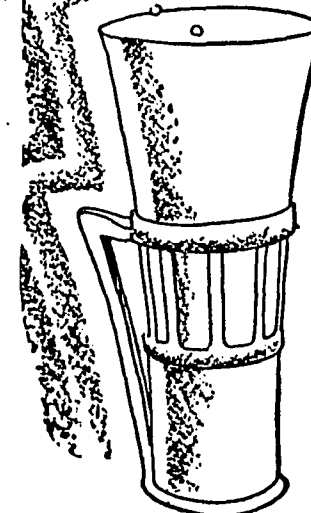
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